



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2008  
Code: 10571239  
SAU: Falmouth School Department  
School: Plummer-Motz School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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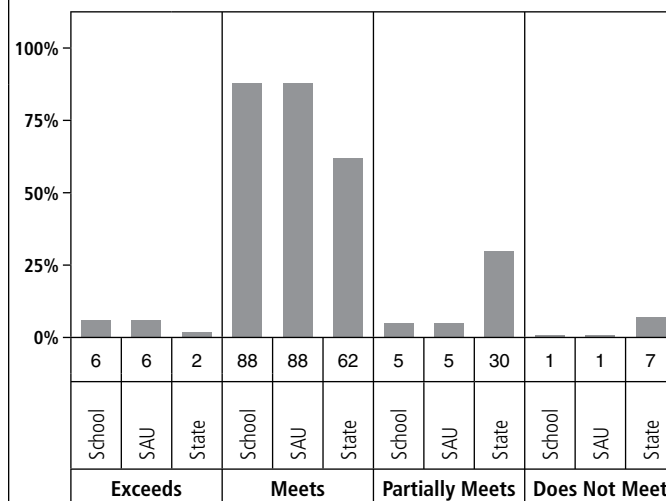
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 3  
SAU: Falmouth School Department  
School: Plummer-Motz School

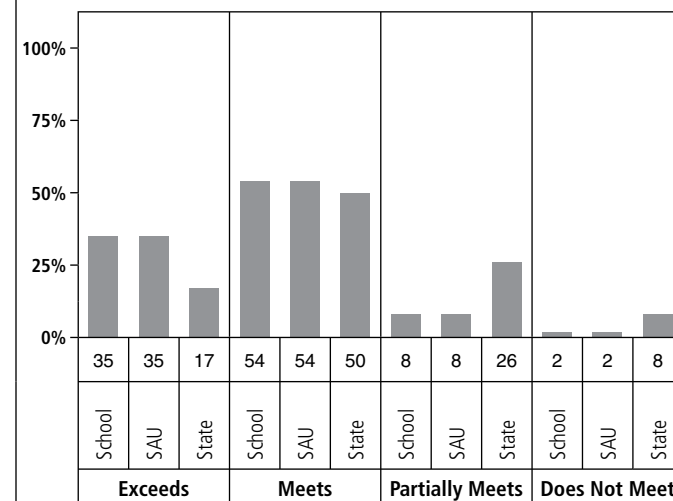
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	352	352	345
2006–2007	352	352	345
<b>2007–2008</b>	<b>351</b>	<b>351</b>	<b>344</b>
Cum. Avg. *	352	352	345
<b>Mathematics</b>			
2005–2006	355	355	344
2006–2007	359	359	347
<b>2007–2008</b>	<b>356</b>	<b>356</b>	<b>347</b>
Cum. Avg. *	357	357	346

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 3  
SAU: Falmouth School Department  
School: Plummer-Motz School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	144	100	144	100	13803	100	144	100	144	100	13714	99	144	100	144	100	13710	99												
Ethnicity African American/Black	1	1	1	1	399	3	1	100	1	100	391	98	1	100	1	100	392	98												
American Indian or Native Alaskan	2	1	2	1	116	1	2	100	2	100	114	99	2	100	2	100	114	99												
Asian or Pacific Islander	2	1	2	1	210	2	2	100	2	100	205	98	2	100	2	100	206	98												
Hispanic	1	1	1	1	162	1	1	100	1	100	158	98	1	100	1	100	159	98												
Caucasian/White	138	96	138	96	12916	94	138	100	138	100	12846	100	138	100	138	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	14	10	14	10	2358	17	14	100	14	100	2333	99	14	100	14	100	2329	99												
Current LEP	2	1	2	1	371	3	2	100	2	100	357	96	2	100	2	100	361	98												
Economically disadvantaged	1	1	1	1	5584	40	1	100	1	100	5535	99	1	100	1	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	128	89	128	89	10650	77	128	89	128	89	10678	77												
Identified disability (PET/IEP)	1	1	1	1	475	4	1	1	1	1	479	4												
LEP	0	0	0	0	151	1	0	0	0	0	149	1												
504 plan	0	0	0	0	83	1	0	0	0	0	85	1												
<b>Participation with accommodations</b>	16	11	16	11	2936	21	16	11	16	11	2911	21												
Identified disability (PET/IEP)	13	81	13	81	1735	59	13	81	13	81	1729	59												
LEP	2	13	2	13	197	7	2	13	2	13	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	1	6	1	6	986	34	1	6	1	6	958	33												
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	123	1	0	0	0	0	121	1												
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	9	0	0	0	0	0	12	0												
<b>Non-participation – other</b>	0	0	0	0	80	1	0	0	0	0	81	1												

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 3  
SAU: Falmouth School Department  
School: Plummer-Motz School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	12	7	12	7	352	3
	2006-2007	14	9	14	9	332	2
	<b>2007-2008</b>	<b>8</b>	<b>6</b>	<b>8</b>	<b>6</b>	<b>227</b>	<b>2</b>
	Cum. Total*	34	7	34	7	911	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	141	87	141	87	8641	62
	2006-2007	138	85	138	85	8691	63
	<b>2007-2008</b>	<b>127</b>	<b>88</b>	<b>127</b>	<b>88</b>	<b>8403</b>	<b>62</b>
	Cum. Total*	406	87	406	87	25735	62
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	9	6	10	6	3671	27
	2006-2007	7	4	7	4	3781	27
	<b>2007-2008</b>	<b>7</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>4018</b>	<b>30</b>
	Cum. Total*	23	5	24	5	11470	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	0	0	0	0	1163	8
	2006-2007	3	2	3	2	1021	7
	<b>2007-2008</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>938</b>	<b>7</b>
	Cum. Total*	5	1	5	1	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>46</b>	<b>100</b>	33.7	73.3	33.7	73.3	27.6	60.0
<b>Literary Text</b>	<b>23</b>	<b>50</b>	17.2	74.8	17.2	74.8	14.1	61.3
<b>Informational Text</b>	<b>23</b>	<b>50</b>	16.5	71.7	16.5	71.7	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Falmouth School Department  
 School: Plummer-Motz School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	144	8	6	127	88	7	5	2	1	351	144	6	88	5	1	351	13586	2	62	30	7	344
<b>Ethnicity</b>																						
African American/Black	1										1						384	1	42	39	18	339
American Indian or Native Alaskan	2										2						113	2	50	42	5	343
Asian or Pacific Islander	2										2						203	1	60	31	8	344
Hispanic	1										1						158	1	52	36	11	342
Caucasian/White	138	7	5	123	89	6	4	2	1	351	138	5	89	4	1	351	12728	2	63	29	7	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	14	0	0	9	64	3	21	2	14	343	14	0	64	21	14	343	2210	0	32	48	20	338
No	130	8	6	118	91	4	3	0	0	352	130	6	91	3	0	352	11376	2	68	26	4	346
<b>Current LEP</b>																						
Yes	2										2						348	1	36	45	19	339
No	142	8	6	126	89	6	4	2	1	351	142	6	89	4	1	351	13238	2	63	29	7	344
<b>Economically disadvantaged</b>																						
Yes	1										1						5450	1	49	39	11	341
No	143	8	6	126	88	7	5	2	1	351	143	6	88	5	1	351	8136	2	71	23	4	346
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	343
No	144	8	6	127	88	7	5	2	1	351	144	6	88	5	1	351	13581	2	62	30	7	344
<b>Gender</b>																						
Female	68	4	6	59	87	4	6	1	1	352	68	6	87	6	1	352	6567	3	65	27	5	345
Male	76	4	5	68	89	3	4	1	1	350	76	5	89	4	1	350	7019	1	59	32	8	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2004	0	37	49	14	339
No	144	8	6	127	88	7	5	2	1	351	144	6	88	5	1	351	11582	2	66	26	6	345
<b>Gifted/talented program</b>																						
Yes	0										0						125	11	87	2	0	355
No	144	8	6	127	88	7	5	2	1	351	144	6	88	5	1	351	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 3  
 SAU: Falmouth School Department  
 School: Plummer-Motz School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	1	0	0	1	100	0	0	0	0	348	1	0	100	0	0	348	6	0	43	39	18	340
B. less than one hour	81	7	6	103	90	3	3	2	2	351	81	6	90	3	2	351	79	2	65	28	5	345
C. one to two hours	16	1	4	20	87	2	9	0	0	349	16	4	87	9	0	349	12	2	60	31	7	344
D. more than two hours	2	0	0	3	100	0	0	0	0	355	2	0	100	0	0	355	3	0	32	44	24	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	39	4	7	51	91	1	2	0	0	352	39	7	91	2	0	352	29	3	62	28	7	345
B. They match some of what I have learned.	54	4	5	68	88	3	4	2	3	350	54	5	88	4	3	350	48	2	67	27	4	345
C. They match just a little of what I have learned.	6	0	0	7	88	1	13	0	0	351	6	0	88	13	0	351	15	1	56	34	9	343
D. There is no match.	1	0	0	1	100	0	0	0	0	350	1	0	100	0	0	350	8	0	44	40	16	340
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	33	4	9	42	89	1	2	0	0	354	33	9	89	2	0	354	42	3	67	24	6	346
B. good	59	3	4	75	89	4	5	2	2	350	59	4	89	5	2	350	46	1	62	32	5	344
C. fair	7	1	10	9	90	0	0	0	0	349	7	10	90	0	0	349	10	0	48	42	10	341
D. poor	1	0	0	1	100	0	0	0	0	348	1	0	100	0	0	348	2	0	30	43	28	336
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	17	2	8	20	83	0	0	2	8	348	17	8	83	0	8	348	22	1	48	38	12	341
B. about the same as my regular schoolwork	69	5	5	87	90	5	5	0	0	352	69	5	90	5	0	352	57	2	68	26	4	346
C. easier than my regular schoolwork	14	1	5	19	95	0	0	0	0	352	14	5	95	0	0	352	21	1	61	30	8	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	13	0	0	16	89	0	0	2	11	346	13	0	89	0	11	346	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	57	4	5	71	89	5	6	0	0	350	57	5	89	6	0	350	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	30	4	10	38	90	0	0	0	0	355	30	10	90	0	0	355	29	3	69	23	6	346
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	28	2	5	35	90	2	5	0	0	351	28	5	90	5	0	351	19	3	65	27	6	346
B. 20 minutes to an hour	67	5	5	85	90	3	3	1	1	351	67	5	90	3	1	351	47	2	68	25	5	346
C. less than 20 minutes	4	1	20	3	60	0	0	1	20	349	4	20	60	0	20	349	19	1	56	35	8	343
D. I rarely read at home.	2	0	0	3	100	0	0	0	0	353	2	0	100	0	0	353	14	0	47	40	12	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	24	3	9	28	82	1	3	2	6	350	24	9	82	3	6	350	28	1	56	33	9	343
B. six to ten pages	28	2	5	36	92	1	3	0	0	351	28	5	92	3	0	351	23	1	63	29	7	344
C. eleven or more pages	48	3	4	61	91	3	4	0	0	351	48	4	91	4	0	351	49	2	65	27	6	345
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 3  
SAU: Falmouth School Department  
School: Plummer-Motz School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	44	27	44	27	1295	9
	2006-2007	54	33	54	33	1985	14
	<b>2007-2008</b>	<b>51</b>	<b>35</b>	<b>51</b>	<b>35</b>	<b>2277</b>	<b>17</b>
	Cum. Total*	149	32	149	32	5557	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	101	62	102	61	6852	49
	2006-2007	99	61	99	61	6990	51
	<b>2007-2008</b>	<b>78</b>	<b>54</b>	<b>78</b>	<b>54</b>	<b>6764</b>	<b>50</b>
	Cum. Total*	278	59	279	59	20606	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	18	11	18	11	4081	29
	2006-2007	8	5	8	5	3673	27
	<b>2007-2008</b>	<b>12</b>	<b>8</b>	<b>12</b>	<b>8</b>	<b>3504</b>	<b>26</b>
	Cum. Total*	38	8	38	8	11258	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	1	1	2	1	1638	12
	2006-2007	1	1	1	1	1193	9
	<b>2007-2008</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1044</b>	<b>8</b>
	Cum. Total*	5	1	6	1	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>15</b>	<b>31</b>	11.3	75.3	11.3	75.3	9.2	61.3
<b>Cluster 2: Shape and Size</b>	<b>14</b>	<b>29</b>	11.2	80.0	11.2	80.0	10.0	71.4
<b>Cluster 3: Mathematical Decision Making</b>	<b>5</b>	<b>10</b>	3.7	74.0	3.7	74.0	3.2	64.0
<b>Cluster 4: Patterns</b>	<b>14</b>	<b>29</b>	10.2	72.9	10.2	72.9	9.0	64.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Falmouth School Department  
 School: Plummer-Motz School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	144	51	35	78	54	12	8	3	2	356	144	35	54	8	2	356	13589	17	50	26	8	347
<b>Ethnicity</b>																						
African American/Black	1										1						390	10	30	32	28	337
American Indian or Native Alaskan	2										2						113	7	45	38	10	342
Asian or Pacific Islander	2										2						204	18	48	25	9	347
Hispanic	1										1						159	6	50	31	13	342
Caucasian/White	138	50	36	75	54	10	7	3	2	357	138	36	54	7	2	357	12723	17	50	25	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	14	3	21	5	36	4	29	2	14	346	14	21	36	29	14	346	2208	6	35	37	21	338
No	130	48	37	73	56	8	6	1	1	357	130	37	56	6	1	357	11381	19	53	24	5	349
<b>Current LEP</b>																						
Yes	2										2						357	8	29	37	26	336
No	142	51	36	77	54	12	8	2	1	357	142	36	54	8	1	357	13232	17	50	25	7	348
<b>Economically disadvantaged</b>																						
Yes	1										1						5452	9	45	33	12	343
No	143	51	36	77	54	12	8	3	2	356	143	36	54	8	2	356	8137	22	53	21	4	350
<b>Migrant</b>																						
Yes	0										0						5	0	40	40	20	337
No	144	51	35	78	54	12	8	3	2	356	144	35	54	8	2	356	13584	17	50	26	8	347
<b>Gender</b>																						
Female	68	29	43	28	41	8	12	3	4	356	68	43	41	12	4	356	6565	15	49	27	8	347
Male	76	22	29	50	66	4	5	0	0	356	76	29	66	5	0	356	7024	18	50	24	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2004	5	39	41	15	339
No	144	51	35	78	54	12	8	3	2	356	144	35	54	8	2	356	11585	19	52	23	6	349
<b>Gifted/talented program</b>																						
Yes	0										0						125	70	30	0	0	366
No	144	51	35	78	54	12	8	3	2	356	144	35	54	8	2	356	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 3  
 SAU: Falmouth School Department  
 School: Plummer-Motz School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	1	0	0	1	100	0	0	0	0	348	1	0	100	0	0	348	6	9	40	33	18	340
B. less than one hour	81	42	37	61	53	9	8	3	3	357	81	37	53	8	3	357	79	18	52	24	6	348
C. one to two hours	16	7	30	14	61	2	9	0	0	355	16	30	61	9	0	355	12	16	48	27	8	347
D. more than two hours	2	2	67	1	33	0	0	0	0	361	2	67	33	0	0	361	3	7	26	37	29	335
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	43	24	40	32	53	4	7	0	0	360	43	40	53	7	0	360	37	22	50	22	6	350
B. They match some of what I have learned.	52	26	36	39	53	7	10	1	1	355	52	36	53	10	1	355	46	16	53	25	6	348
C. They match just a little of what I have learned.	5	1	14	4	57	0	0	2	29	342	5	14	57	0	29	342	12	9	44	36	11	342
D. There is no match.	1	0	0	1	100	0	0	0	0	360	1	0	100	0	0	360	5	5	32	36	27	336
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	38	23	46	26	52	1	2	0	0	361	38	46	52	2	0	361	39	25	48	20	7	350
B. good	50	23	35	33	50	9	14	1	2	355	50	35	50	14	2	355	46	14	52	27	7	347
C. fair	10	2	15	9	69	1	8	1	8	349	10	15	69	8	8	349	12	8	49	35	9	343
D. poor	2	0	0	1	50	0	0	1	50	334	2	0	50	0	50	334	3	2	34	36	29	335
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	9	4	31	7	54	1	8	1	8	352	9	31	54	8	8	352	17	7	41	35	17	340
B. about the same as my regular schoolwork	72	35	35	56	55	8	8	2	2	356	72	35	55	8	2	356	59	18	53	24	5	349
C. easier than my regular schoolwork	19	12	44	13	48	2	7	0	0	359	19	44	48	7	0	359	25	21	49	23	8	349
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	21	12	40	15	50	2	7	1	3	356	21	40	50	7	3	356	32	13	47	30	10	345
B. two or three days a week	51	20	28	41	58	8	11	2	3	355	51	28	58	11	3	355	30	20	52	23	5	349
C. two or three times each month	21	15	52	13	45	1	3	0	0	360	21	52	45	3	0	360	19	20	53	21	6	350
D. never or almost never	7	4	40	6	60	0	0	0	0	362	7	40	60	0	0	362	18	16	50	27	8	347
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	2	1	33	2	67	0	0	0	0	358	2	33	67	0	0	358	7	5	34	40	20	338
B. two or three days a week	33	15	33	27	59	4	9	0	0	356	33	33	59	9	0	356	18	15	50	27	8	346
C. two or three times each month	45	25	40	29	46	7	11	2	3	356	45	40	46	11	3	356	28	21	53	21	4	350
D. never or almost never	19	9	33	17	63	0	0	1	4	357	19	33	63	0	4	357	47	17	50	25	7	347
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	8	3	27	7	64	1	9	0	0	357	8	27	64	9	0	357	16	8	42	36	13	342
B. 30–45 minutes	24	10	29	18	53	4	12	2	6	354	24	29	53	12	6	354	30	14	53	26	7	347
C. 45–60 minutes	45	25	40	32	51	5	8	1	2	357	45	40	51	8	2	357	32	22	51	22	5	350
D. more than 60 minutes	23	13	39	19	58	1	3	0	0	359	23	39	58	3	0	359	22	20	49	23	7	349
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											